



2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Moody ISD** CDN **161910** Vendor ID **1746001752** ESC **12** DUNS **NA**
Address **12084A Lone Star Pkwy** City **Moody, TX** ZIP **76557** Phone **254.853.2172**
Primary Contact **Belinda B Brand** Email **belinda_brand@moodyisd.org** Phone **254.853.2172**
Secondary Contact **Susan Landua** Email **susan_landua@moodyisd.org** Phone **254.853.2172**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Gary Martel** Title **Superintendent**

Email **gary_martel@moodyisd.org** Phone **254.853.2172**

Signature  Date **11/12/18**

Grant Writer Name **Belinda B Brand** Signature  Date **11/13/18**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # **701-18-105** SAS # **276-19**

2019-2020 Principal Preparation Grant Program, Cycle 2

701-18-105-025

Application stamp-in date and time

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Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Moody ISD will recruit and retain staff that have shown competence in their assigned duties.	Using this grant funding, Moody ISD will recruit, support and retain highly-effective staff seeking principal certification. By supporting candidates from within the District staff who are seeking their administrative certification in a year-long-residency in a Principal Preparation Program with the goal of retaining them in their future roles as principal or assistant principal.
Moody ISD will improve the time principals spend in the classroom in order to monitor instruction and classroom needs.	Moody ISD will employ certified Assistant Principals at all campuses in order to increase the time that administrators spend in the classroom in order to monitor and to improve instruction and to address staff and student needs.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Moody ISD will increase the number of campus-level staff members holding a Principal certification from 6 to 8 by August 2020 and will employ certified Assistant Principals at all campuses beginning in the 2020-2021 academic year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. The two principal candidates for the year-long residency program will be identified and accepted into the EPP program with our partner IHE.
2. The principal candidates will complete the coursework necessary to begin the one-year residency program by August 30, 2019.
3. The principal candidates will plan and begin the required clinical learning on their respective campuses supervised by the campus principal as mentor.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

The principal candidates will successfully complete the second quarter of the principal certification program and continue the required clinical learning on their respective campuses supervised by the campus principal as mentor.

Third-Quarter Benchmark

The principal candidates will successfully complete the third quarter of the principal certification program and continue the required clinical learning on their respective campuses supervised by the campus principal as mentor.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The evaluation of the grant program will involve four factors:

1. completion of principal preparation coursework in a timely manner;
2. completion of on-site clinical learning activities;
3. observation data provided by the campus mentor and teacher feedback from clinical learning activities; and,
4. successful completion of the Principal Certification exam prior to the 2019-2020 school year.

The principal preparation program will determine the pace required for the principal candidate to complete his or her coursework. The on-line principal preparation program at Stephen F. Austin State University, for example, is a course of study that requires the completion of 30 semester hours of coursework leading to a masters degree. The stand-alone principal preparation program includes 18 semester hours. Both programs will lend themselves to a full-time year-long residency program supervised by the campus principal as mentor.

The campus clinical learning activities and focus will be outlined after the candidate is chosen and enrolled in the IHE program. These activities will be chosen in meetings with the candidate and his mentor and approved by the IHE program director. A time line for completion and evaluation of the activities will be agreed upon, and interim checkpoints will be set. The grant manager will communicate with the campus mentor in order to ensure that progress benchmarks are being met.

Observation and teacher feedback data will be collected as the candidate participates in clinical learning activities. These data will be discussed with the candidate in regularly scheduled meetings with the campus mentor. If the data show that additional learning experiences are desirable, then the candidate will be encouraged to pursue professional development workshops through Region 12. These workshops will be provided through the grant funding.

By adjusting the time line, the types of clinical experiences and professional learning activities, the principal candidate will successfully complete the preparation program and the certification exam, and he or she will become a certified principal.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

In the age of school accountability, it has been shown that there is an increased need for 21st century skills in the area of educational leadership (Hess, F. M. & Kelly, A.P. (2010). Learning to Lead: What Gets Taught in Principal-Preparation Programs. Teachers College Record, 109(1). 1 - 28.) Also cited in Hess and Kelly, some of these needs include "use of data, research, technology,...or evaluating personnel in a systematic way" (pg. 22). The highlight of this grant opportunity includes the opportunity for the participating residents to participate in the administration of their host school in a meaningful way that will, no doubt, lead to excellent principals once the program is completed.

With these needs in mind, our residents will be chosen from applicants who have demonstrated leadership among their peers, proficient and above in their T-TESS evaluations, strongly positive recommendations from their campus leaders and peers, and an identified ability for self-reflection and improvement. Teachers who are leaders in the continuous improvement process, and who embrace effective educational technology in their instruction as measured with observation data will be strong candidates for the residency positions. Campus principals will identify their teacher leaders, and those individuals will be targeted as potential candidates.

A call for applications among our existing staff will be made. All applicants will be required to submit a current resume, a letter of intent to participate in the principal preparation program, and agree to complete the program including successful principal certification by August, 2021. In addition, the candidates will be asked to submit at least two letters of recommendation, one from their current supervisor and one from a professional peer. The candidates will be chosen by a committee of campus and district leadership team members using these criteria:

1. the ability to be accepted into the principal preparation program with the partner EPP;
2. T-TESS ratings of Proficient or above for the past two years;
3. Student growth data, if available;
4. Types and quality of leadership activities already demonstrated by the candidate;
5. Ratings of professional peers from letters of recommendation and a survey; and,
6. Ratings in an interview with the selection committee.

Our District policy regarding discrimination in hiring is stated on our website. It states:

"Applicants for all positions are considered without regard to race, color, sex (including pregnancy), national origin, religion, age, disability, genetic information, veteran or military status, or any other legally protected status. Additionally, the district does not discriminate against an applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminating employment practice." The candidates will be chosen on their ratings in the application and interview process without regard to any of these factors as stated by policy from the applicants that we receive in an open canvas.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The principals of the campuses where the residents are housed will serve as the mentors and evaluators of the candidates and will assign specific leadership training activities to align with the SBEC Framework for Principal Certification and campus and student needs. In order to do this, the campus principals will identify specific projects that require focused leadership to continue change efforts in these areas. Some areas of need include an administrator who would facilitate activities in the efforts to form a T-STEM academy and the associates degree programs at the high school level. Another area of focus is continuing to improve school culture through the use of Positive Behavior Reward systems by implementing a point system for monitoring student involvement. These needs will become the basis of leadership activities for the principal candidate, monitored and supervised by the campus mentor and field supervisor.

Moody ISD will provide sustained and rigorous clinical learning for the participating principal trainees. These individuals will be given substantial leadership responsibilities such as, but not limited to:

1. facilitating professional learning for faculty to effectively implement an academic program based on campus needs,
2. monitoring student achievement through a focus on data,
3. facilitating students' Positive Behavior reward system,
4. implementing local associates degree program,
5. conducting walk-through observations for faculty,
6. completing instructional coaching assignments by facilitating content-based faculty learning communities,
7. organizing and leading the District UIL competitions, and
8. working with District administration to assist in implementing a local accountability system.

The IHE program in which the trainees are enrolled will have a part in planning the leadership activities to be completed as part of its curriculum requirements. The campus and district leaders will also facilitate these required leadership activities.

In order to provide additional support for the principal candidate, part of the grant budget will include leadership workshop activities through the Region 12 Service Center. These professional learning experiences will be paid through grant funding.

The EPP will be instrumental in the evaluation of the principal candidates along with their campus mentor. In the negotiation prior to enrolling the candidates, the program will be made aware of the requirements of the grant specifically relating to the travel and coaching requirements. They will be asked to agree to an MOU with these requirements listed.

Once the candidates have completed their coursework through the EPP, then they will sit for the principal certification test. We expect them to be successful and to be hired as assistant principals in the 2020-2021 school year.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

All campuses in Moody ISD have adopted a district-wide curriculum, the TEKS Resource System. Assessments to inform our teachers of student progress in the curriculum content are created using items that are coded with the TEKS that have been used in classroom instruction. This method of data collection is used to monitor any student weaknesses in the acquisition of the knowledge and skills addressed in the individual TEKS included in an instructional unit. The data is stored in our assessment information program, Eduphoria! that is used to reference student progress over time. This curriculum-based data is then used to inform the teacher of the instructional needs of the students who can monitor additional progress using formative assessments with the expectation that they will continue to reteach the TEKS to a point of student mastery. This cycle is best described as a spiral in which students are constantly moving forward in the curriculum while also revisiting any areas of weakness.

Moody ISD also adopted a district-wide data source for student growth, NWEA Measure of Academic Progress (MAP), that serves as a norm-referenced student-based system of data in grades K - 11. These data are also stored in our assessment information program to allow teachers and administrators to follow the overall progress of students in their grade level expectations. Because it is nationally normed, our MAP data allows us to monitor our students so that an increasing number of them each year can be shown to gain a full year of academic growth. These data are collected three times per year and are examined along with the curriculum-based data to produce a balanced system of data to inform our instruction.

The district instructional leadership team realizes that both types of data, curriculum-based and student-based are essential to not only raise student achievement, but also student growth. If we continue to ensure student growth, then student achievement follows on a logical path to success. This Data-Driven Instructional system is used on all campuses in our district, led by our campus administrators and supported by district administration.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

All campuses in Moody ISD use the T-TESS system of observation and feedback to monitor and encourage professional growth for our instructional staff. Frequent walk-through observations are conducted by our campus administrators, and using our data storage system, Eduphoria!, immediate feedback is given to our teachers. Each campus has identified the foci of these observations including the effective use of technology for instruction, rigor and relevance of instruction to the students, and information on teaching strategies. All of these elements can be used for instructional coaching by the administrators in their regular data meetings with their staff.

The elementary and middle school campuses have developed a robust system of Professional Learning Communities (PLCs) in which the teachers learn from each other. The elementary campus is able to have grade-level meetings to facilitate common planning and assessments. Their upper grades are departmentalized, as is the middle school campus. The PLCs at these grade levels focus on vertical planning and support for the various content areas. Our reading and writing teachers, for example, discuss writing strategies and student progress along with strategies to enhance reading comprehension, a common problem at all grade levels. The math PLCs have discussed and implemented common vocabularies and problem-solving methods. This type of peer feedback provides rich professional development experiences for our teachers.

We believe that the most effective instructional leaders are never far from the classroom. Their presence there enhances professional learning and good instruction when used in an ongoing feedback process. When teachers are encouraged to discuss their individual goals for themselves and their students with their administrators and with each other, it establishes a culture of continuous improvement in the school.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	710
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	710
4. Total current-year grant allocation	140,000
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	140,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	197
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	
	0

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program 2

Matched amount (number of principal residents participating in program x \$15,000) 30,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Salary for two residents: \$45,000 each

90,000

Stipend for campus principals as mentors: \$2,000 each

4,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Tuition for two residents for EPP: \$8000 each

16,000

Professional Development for Residents through Region 12: T-TESS, Leadership Academies, Instructional

10,000

SUPPLIES AND MATERIALS (6300)

Books, laptop/desktop for residents, supplies to implement training activities

10,000

OTHER OPERATING COSTS (6400)

Travel to required conferences (residents, mentors and Site Supervisors)

5,000

Travel for EPP School Site Supervisors to campus sites for face-to-face coaching sessions

5,000

Total Direct Costs

140,000

Indirect Costs

0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

140,000

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture: <i>How would you describe your team's...</i>		<div> <div>0 - Lacking</div> <div>1 - Attempting</div> <div>2 - Foundational</div> <div>3 - Proficient</div> <div>4 - Exemplary</div> </div>
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	3	
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	3	
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	2	
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?	2	
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?	3	
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?	2	
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?	3	
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?	3	
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	3	
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	3	

Attachment 1: Leverage Leadership Readiness Assessment

		0 - Lacking	1 - Attempting	2 - Foundational	3 - Proficient	4 - Exemplary
Leading Observation Feedback <i>How would you describe your team's...*</i>						
a.	Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?					4
b.	Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?					3
c.	Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?					2
d.	Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?					4
e.	Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?					3
f.	Efforts to create an expectation that teachers will plan and practice during their feedback sessions?					3
g.	Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?					3
h.	Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?					2
i.	Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?					3
j.	Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?					2